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ABSTRACT

Major competencies are presented for music education in kindergarten through grade six of the Philadelphia school system. Music is seen to be a mode of expression in responding to and interpreting life and nature. It promotes development of aesthetic judgment. The competencies outlined in this document are derived from a comprehensive music program reflecting the variety of ways people experience and participate in music. For each grade level, up to six competencies are identified. These include participation in singing and directed listening activities. Each competency is accompanied by numerous behavioral objectives by which mastery can be evaluated. For example, a fourth grade competency is that students will demonstrate musical perceptions through bodily movements. A related behavioral objective is to acquire individual and small group skills at choreographing favorite compositions. The booklet also identifies competencies and behavioral objectives for each of three levels (basic, intermediate, advanced) of instrumental instruction. These emphasize tone production, interpretation, and ensemble playing.
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**Key Competencies: Music Education and Instrumental
Music, Elementary Schools**

1980

**The School District of Philadelphia
Office of Curriculum and Instruction**

Division of Music Education

sf 012 819

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Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BGK/ar

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

MUSIC EDUCATION

Music serves all ages and all people as a mode of expression in responding to and interpreting life and nature. Through music, the experiences, values and needs of individuals in their environments are revealed and savored.

The competencies prescribed in this publication are derived from a comprehensive school music program reflecting the variety of ways persons experience and participate in music. These activities and courses vary in their significance for different students.

It is essential to identify musically talented children. Opportunities for receiving additional music instruction are provided. However, all students can increase their understanding and enjoyment of music and life through acquiring musical knowledge and skills.

Aesthetic judgment will be developed. Students are thereby better equipped to deal with changing values and conditions in society.

The scope of the music program is for grades kindergarten through twelve.

The booklet will treat the key competencies in the elementary program (grades kindergarten through six).

The following coding system was used to designate the competencies:

Example A:

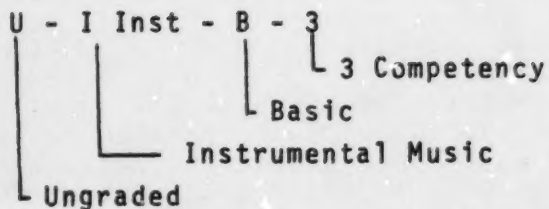
E - MUS - 2 - 3
 |
 | 3rd Competency
 | 2nd year (grade 2)
 | Music
 | Elementary

01 - Student Outcome 1

02 - Student Outcome 2

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Example B:



01 - Student Outcome 1

02 - Student Outcome 2

•

Note: The following courses are given in the elementary program:

E	-	MUS	-	K	-	Kindergarten	
E	-	MUS	-	1	-	1st Year (grade 1)	
E	-	MUS	-	2	-	2nd Year (grade 2)	
E	-	MUS	-	3	-	3rd Year (grade 3)	
E	-	MUS	-	4	-	4th Year (grade 4)	
E	-	MUS	-	5	-	5th Year (grade 5)	
E	-	MUS	-	6	-	6th Year (grade 6)	

The instrumental music program is ungraded. The time when students engage in these competencies is dependent on their ability to perform with their instruments.

U - I Inst - B - Basic
U - I Inst - I - Intermediate
U - I Inst - A - Advanced

For further information regarding usic ducation, its curriculum and services, please refer to Curriculum Means Service, or contact:

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ELEMENTARY MUSIC
(E-MUS-K)

Key Competencies

Kindergarten

E-MUS-K-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE VOCAL MUSIC PERFORMANCE SKILLS:

01. Sing with enjoyment and pleasure songs from approved textbooks.
02. Sing with understanding and feeling.

E-MUS-K-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

01. Experiment with sounds produced by various rhythm instruments.
02. Imitate rhythmic patterns by clapping and by playing rhythm instruments.
03. Develop appropriate playing techniques in the use of rhythm instruments.

E-MUS-K-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING EXPERIENCES:

01. Recognize rhythm in nature and in everyday life as well as in music.
02. Recognize melody with an accompaniment.
03. Recognize accompaniments played independently of the melodies.

E-MUS-K-4

STUDENTS WILL DEMONSTRATE MUSICAL PERCEPTIONS THROUGH BODILY MOVEMENT:

01. Dramatize action songs and movement exploration.
02. Respond freely with the whole body to musical selections heard.
03. Move in rhythm with music.

Kindergarten

E-MUS-K-5

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

01. Create rhythm patterns with body percussion.
02. Create pantomimic rhythms and movements.
03. Create short rhythm compositions with rhythm instruments.

E-MUS-K-6

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL REPRESENTATIONS OF SOUND SOURCES:

01. Illustrate with the hand, with the body, or on the chalkboard, the direction of melody.
02. Show various levels of pitch with the hand, with the body, or on the chalkboard.
03. Illustrate the meter and accent of simple melodies with the hand, with the body, or on the chalkboard.

ELEMENTARY MUSIC
(E-MUS-1)

Key Competencies

Grade One

E-MUS-1-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Acquire an awareness of the singing voice.
- 02 - Develop ability to sing in tune
- 03 - Imitate simple melodic patterns.

E-MUS-1-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

- 01 - Identify by numeral the eight bars of the xylophone.
- 02 - Perform musically at least six simple melodies on the xylophone.
- 03 - Recognize and play five different rhythm instruments.

E-MUS-1-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Demonstrate perception of pulse and accent aurally and visually.
- 02 - Demonstrate perception of higher and lower pitches aurally and visually.
- 03 - Demonstrate perception of louder and softer dynamic levels aurally and visually.
- 04 - Demonstrate perception of melodic direction aurally and visually.
- 05 - Recognize repetition and contrasts in music.
- 06 - Imitate a rhythmic or melodic pattern just heard.

Grade One

E-MUS-1-4

STUDENTS WILL DEMONSTRATE MUSICAL PERCEPTIONS THROUGH BODILY MOVEMENT:

- 01 - Respond to various musical examples by walking, running and other bodily movements.
- 02 - Respond to music through free rhythmic expression.

E-MUS-1-5

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

- 01 - Create bodily movements as they respond to musical selections.
- 02 - Create a melody on the xylophone
- 03 - Improvise rhythmic accompaniments to various musical selections.

E-MUS-1-6

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL REPRESENTATIONS OF SOUND SOURCES:

- 01 - Acquire an awareness of music notation.
- 02 - Identify appropriate symbols (line notation or countour lines) for specific melodic patterns.
- 03 - Identify appropriate symbols for even and uneven rhythmic patterns.

ELEMENTARY MUSIC
(E-MUS-2)

Key Competencies

Grade Two

E-MUS-2-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Acquire an awareness of appropriate tone quality.
- 02 - Sing at least ten songs with melodic and rhythmic accuracy from approved textbooks.
- 03 - Phrase a musical idea with regard to text and form.
- 04 - Convey the mood of a song.

E-MUS-2-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

- 01 - Perform on the xylophone, with musicianship, at least six selections using letter names.
- 02 - Develop muscular control necessary to play a steady beat as an accompaniment to familiar songs.
- 03 - Associate certain musical sound with particular moods when selecting rhythm instruments for accompaniments.

E-MUS-2-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Discriminate aurally and visually between pulse and accent and rhythm of the melody in music.
- 02 - Discriminate aurally and visually between pitch changes (higher, lower) dynamic changes (louder and softer.)
- 03 - Recognize simple repetition and contrasts in music.

Grade Two

E-MUS-2-4

STUDENTS WILL DEMONSTRATE MUSICAL PERCEPTIONS THROUGH BODY MOVEMENT:

- 01 - Respond with appropriate hand and body movements to overall melodic contour.
- 02 - Indicate recognition of phrase by responding with appropriate movements.
- 03 - Acquire a repertory of action songs and singing games.

E-MUS-2-5

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

- 01 - Create a melody from a given series of pitches.
- 02 - Finish incomplete phrases or incomplete songs taken from music textbooks or provided by the teacher.
- 03 - Create both words and music for short original compositions.

E-MUS-2-6

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL REPRESENTATIONS OF SOUND SOURCES:

- 01 - Develop own diagrams to show contour of simple familiar melodic patterns.
- 02 - Identify long-short line notation in relation to specific rhythm patterns heard.
- 03 - Associate same-different geometric shapes with same-different musical ideas.
- 04 - Represent melodies with contour lines, then line notation, then numerals, then letters, then traditional staff notation.

ELEMENTARY MUSIC
(E-MUS-3)

Key Competencies

Grade Three

E-MUS-3-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Develop appropriate tone quality.
- 02 - Sing in tune with rhythmic accuracy at least 10 songs from approved textbooks.
- 03 - Develop basic repertory of songs useful for school and community life.
- 04 - Develop an awareness of part singing skills through rounds, descants and ostinati.

E-MUS-3-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

- 01 - Explore and perform music with different key signatures up to two sharps or two flats using the chromatic bells.
- 02 - Develop beginning performance skills in drumming and melody flute playing.
- 03 - Experiment with "pentatonic melodies" using the "black key" bells.

E-MUS-3-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Develop the ability to listen attentively to short musical compositions.
- 02 - Distinguish between diverse types of music - march, lullaby, waltz.
- 03 - Develop awareness of contrasts in dynamics and tempo as contributing to musical expressiveness.
- 04 - Acquire sensitivity to differences in tone color and identify families of orchestral instruments-- strings, woodwinds, brass, percussion.

Grade Three

E-MUS-3-4

STUDENTS WILL DEMONSTRATE MUSICAL PERCEPTIONS THROUGH BODILY MOVEMENT:

- 01 - Explore a variety of motions: swinging, sustained and sharp, or percussive movements.
- 02 - Express a range of musical concepts through physical movement: duration, change in dynamics, and musical structure.
- 03 - Participate patterned movement as in folk dancing.

E-MUS-3-5

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

- 01 - Compose and represent graphically an original composition based on language arts experiences in the classroom.
- 02 - Create original melodies and accompaniments by using the voice and classroom instruments.

E-MUS-3-6

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL REPRESENTATIONS OF SOUND SOURCES:

- 01 - Develop rote-note and reading readiness skills using songs from approved textbooks.
- 02 - Identify aurally and visually similar and dissimilar musical phrases.
- 03 - Employ the approved Division of Music Education system for counting rhythm.

ELEMENTARY MUSIC
(E-MUS-4)

Key Competencies

Grade Four

E-MUS-4-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Develop the ability to sing in tune with proper phrasing, correct pitch and rhythm.
- 02 - Develop ability to determine appropriate mood, tempo and tone quality in singing.
- 03 - Develop a repertory of at least six part songs using rounds, descants and ostinati employing classroom and orchestral instruments wherever possible.

E-MUS-4-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

- 01 - Relate letter names and staff notation to pitched sounds.
- 02 - Perform C, F, and G major scales on chromatic bells.
- 03 - Develop performance skills on autoharp and in drumming and melody flute ensemble playing.

E-MUS-4-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Recognize in music: repetition and contrast, rhythmic variation, and harmonic changes.
- 02 - Identify basic vocal types and various vocal idioms (e.g., solo, duet.)
- 03 - Identify orchestral instruments by sight and sound.

Grade Four

E-MUS-4-4

STUDENTS WILL DEMONSTRATE MUSICAL PERCEPTIONS THROUGH BODILY MOVEMENTS:

- 01 - Experiment with ways of combining simple movements into more complex patterns which require greater muscular coordination and physical skill.
- 02 - Acquire individual and small group skills at choreographing favorite compositions.
- 03 - Demonstrate understanding of organization through conducting duple and triple meters.

E-MUS-4-5

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

- 01 - Improvise autoharp accompaniments for songs to develop awareness of appropriate harmonies.
- 02 - Create an original melody and accompaniment using major and minor tonalities.

E-MUS-4-6

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL REPRESENTATIONS OF SOUND SOURCES:

- 01 - Sing or play melodies from notation.
- 02 - Follow a notated theme during listening experiences.
- 03 - Employ the approved Division of Music Education system for counting rhythm.

ELEMENTARY MUSIC
(E-MUS-5)

Key Competencies

Grade Five

E-MUS-5-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Demonstrate skills in pitch, tone quality, direction and phrase awareness.
- 02 - Acquire repertory of at least 10 songs useful for school and community life. Songs will be from appropriate school music textbooks and current music materials.
- 03 - Sing an added part in parallel motion in 3rds or 6ths either above or below the melody as a class activity.

E-MUS-5-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

- 01 - Transfer skills in chromatic bell playing to resonator bells.
- 02 - Demonstrate performance techniques unique to melody flute, autoharp and drumming.
- 03 - Play calypso instruments and reproduce appropriate rhythm patterns.

E-MUS-5-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Identify individual instruments in an orchestral context.
- 02 - Recognize theme and variations, rondo and two-and three-part song forms.
- 03 - Continue to enlarge listening repertory. Identify and label voice classifications of solo performers.

Grade Five

E-MUS-5-4

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN CREATIVE ACTIVITIES:

- 01 - Create more difficult melodies and accompaniments using the singing voice and classroom and orchestral instruments.
- 02 - Compose using pentatonic, whole-tone, modal and twelve-tone scales.

E-MUS-5-5

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL REPRESENTATIONS OF SOUND SOURCES:

- 01 - Demonstrate reading skills in music through the use of resonator bells and Orff instruments.
- 02 - Demonstrate skills in using a counting system in the reading of melodic and rhythmic notation.

ELEMENTARY MUSIC
(E-MUS-6)

Key Competencies

Grade Six

E-MUS-6-1

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
VOCAL MUSIC PERFORMANCE SKILLS:

- 01 - Demonstrate skills in pitch, tone quality, direction and phrasing.
- 02 - Demonstrate skills singing at least four two-part songs.

E-MUS-6-2

STUDENTS WILL PARTICIPATE IN AND DEMONSTRATE
INSTRUMENTAL MUSIC PERFORMANCE SKILLS:

- 01 - Achieve individual and small ensemble skills with resonator bells, melody flutes, autoharps, drumming and calypso instruments.
- 02 - Demonstrate proficiency in music class in orchestral instrument playing (for those who have class instruments instruction) through individual performance, skills acquired in class instrumental lessons.

E-MUS-6-3

STUDENTS WILL PARTICIPATE IN DIRECTED LISTENING
ACTIVITIES:

- 01 - Recognize stylistic features that characterize the music of Western and non-Western cultures and composers.
- 02 - Recognize theme and variations, rondo and two-and three-part song forms in terms of like and contrasting sections.
- 03 - Identify career choices in music through the use of audio-visual materials.

Grade Six

E-MUS-6-4

STUDENTS WILL DEMONSTRATE SELF-EXPRESSION IN
CREATIVE ACTIVITIES:

- 01 - Experiment with composing electronic music through the creative use of tape recorders, tone generators and synthesizers.
- 02 - Improvise interludes, countermelodies and harmonize endings to classroom music.

E-MUS-6-5

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF VISUAL
REPRESENTATIONS OF SOUND SOURCES:

- 01 - Demonstrate a working knowledge of notation symbols and music terminology found in music textbooks.
- 02 - Demonstrate an ability to use notation as an aid in performing, listening and creating.

INSTRUMENTAL INSTRUCTION
(U-I INST-B)

Key Competencies

Beginning Level

U-I INST-B-1

STUDENTS WILL DEMONSTRATE PROPER HANDLING OF INSTRUMENT:

- 01 - Assemble instrument correctly.
- 02 - Hold instrument in proper playing position.
- 03 - Display proper posture for playing instrument.
- 04 - Disassemble instrument for proper storage in case.

U-I INST-B-2

STUDENTS WILL DEMONSTRATE A PROPER CONCEPT OF TONE PRODUCTION:

- 01 - Produce characteristic tone of the instrument.
- 02 - Play in the elementary range of the instrument.
- 03 - Produce in-tune pitches as required by intervallic relationships.

U-I INST-B-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF BASIC NOTATION AND COUNTING:

- 01 - Identify lines and spaces of the staff relevant to the instrument.
- 02 - Identify and define meter signatures
4 C, 2, 3, 6, 8, 4, 4, 4, 8, 2
- 03 - Identify, count and play notes and rests from whole to eighth and dotted half and dotted quarter.
- 04 - Play above values in duple and triple meters.
- 05 - Identify and play in key signatures up to 3 sharps and/or 3 flats depending on the instruments.

Beginning Level

U-1 INST-B-3

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF BASIC NOTATION AND COUNTING (continued):

- 06 - Identify signs and articulation - interpretation marks, such as repeat signs, D.S., D.C., accent, staccato and slur.

U-I INST-B-4

STUDENTS WILL DEMONSTRATE ELEMENTARY TECHNIQUE AND BASIC GENERAL MUSICIANSHIP:

- 01 - Play two-measure sections in legato and staccato style.
- 02 - Perform music at dynamic levels from mezzo piano through forte.
- 03 - Play music with proper articulations.
- 04 - Perform short pieces at different tempi.
- 05 - Define tempo markings (adagio, moderato, allegro).
- 06 - Perform an elementary composition including the above competencies.

U-I INST-B-5

STUDENTS WILL DEMONSTRATE ABILITY TO PERFORM IN AN ENSEMBLE:

- 01 - Play an independent part in a small or large ensemble.

INSTRUMENTAL INSTRUCTION
(U-I INST-I)

Key Competencies

Intermediate Level

U-I INST-I-1

STUDENTS WILL DEMONSTRATE TONE PRODUCTION AND CONTROL

- 01 - Play sustained tones on constant pitch.
- 02 - Play common intervals in sustained legato style with accuracy.
- 03 - Perform crescendo and diminuendo on long tones maintaining tone and pitch control.
- 04 - Produce controlled tone in standard range of instrument.

U-I INST-I-2

STUDENTS WILL DEMONSTRATE A COMPREHENSION OF MORE COMPLEX COUNTING AND RHYTHMIC COMBINATIONS:

- 01 - Identify, count and play sixteenth notes and rests, dotted eighths and eighth note triplet.
- 02 - Identify and define meter signatures;
3 6 12
8 ' 8 ' 8
- 03 - Perform music incorporating all note and rest values learned thus far in duple and triple meters.

U-I INST-I-3

STUDENTS WILL DEMONSTRATE A MORE THOROUGH UNDERSTANDING OF MUSICAL STYLES AND INTERPRETATION:

- 01 - Identify and play basic ornaments (trills, single and double grace notes).
- 02 - Perform phrases in legato and staccato style.
- 03 - Perform music at dynamic levels from pianissimo through fortissimo.
- 04 - Play music incorporating varied articulations.
- 05 - Play a composition containing the above competencies.

Intermediate Level

U-I INST-I 4

STUDENTS WILL DEMONSTRATE ABILITY TO PERFORM IN
AN INTERMEDIATE ENSEMBLE:

- 01 - Play an independent part in small and large
intermediate ensembles.
- 02 - Follow directions and cues given by a
conductor of an ensemble.
- 03 - Perform as a soloist.

INSTRUMENTAL INSTRUCTION
(U-I INST-A)

Key Competencies

Advanced Level

U-I INST-A-1

STUDENTS WILL DEMONSTRATE REFINED TONE CONTROL AND QUALITY:

- 01 - Play sustained tones throughout range of instrument with excellent quality characteristic of the instrument.
- 02 - Play more complex intervals.
- 03 - Perform crescendo and diminuendo in musical passages.
- 04 - Produce controlled tone in extended range of instrument.

U-I INST-A-2

STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF MORE INTRICATE AND VARIED RHYTHMS:

- 01 - Identify, count and play all rhythms and note and rest values commonly used in music literature.
- 02 - Perform music in the compound meters using standard notation and rhythmic values.

U-I INST-A-3

STUDENTS WILL DEMONSTRATE A MORE COMPREHENSIVE KNOWLEDGE OF MUSICAL STYLES AND INTERPRETATION:

- 01 - Identify and play the most commonly used ornamentation (gruppetto, mordent and appoggiatura).
- 02 - Perform altered phrase lengths in legato through staccato style.
- 03 - Perform technically advanced music incorporating all dynamic levels.
- 04 - Perform technically advanced music incorporating most commonly used articulations.
- 05 - Perform more advanced musical compositions containing the above competencies.

Advanced Level

U-I INST-A-4

STUDENTS WILL DEMONSTRATE ABILITY TO PERFORM IN
ADVANCED ENSEMBLES:

- 01 - Play independent part with greater awareness of other parts played.
- 02 - Play music according to conductor's directions with greater response and sensitivity
- 03 - Perform in solo capacity.